



# The Compassionate Classroom

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# Agenda and Objectives

## Behavior is language.

Teachers can make a positive impact on students daily by:

- Helping meet their needs
- Build relationships with students
- Looking for the positives and student strengths
- Teaching skills to cope and calm strong emotions
- Setting up students up for success in your classrooms ( limits, procedures, etc)

# Basic Needs Met

Food , shelter, clothing, sleep first... then

- **Attention**/ Affection = noticed, empathy, liked
- **Belong**/Inclusion = teamwork, efforts and contributions valued
- **Success**/ Competency =responsibilities, chores, jobs, homework
- **Control** / Power = choices

# NEEDS met = 5 Love Languages

- 1. Words of Affirmation ( praise, cheers, thanks)
- 2. Quality Time ( lunch, board game, talk time)
- 3. Gifts (token of love, memory, material items)
- 4. Acts of Service ( special jobs, helpers, privileges)
- 5. Physical Touch ( high 5's, pat on back, hug)

Fill the Emotional Tank...

“They won’t care what you know until they know YOU CARE”

# Principles of Love and Logic

1. Build relationships first
2. Help children learn responsible behaviors
3. Replace anger response with empathy
4. Set limits (but how?!)
  - Choices (share the power= empower)
  - Enforceable statements (I will...)
5. Guided Problem Solving
6. Logical or Delayed Consequences

NDSU ext./ Parenting Resource Center = 701 241-5700 to be added to the list for upcoming classes.  
Love and Logic is offered for FREE in the community.

# Building Relationships

- Increased self-concept leads to improved behavior and improved achievement.
- No learning can take place without a relationship in place

# Ways to build relationship...

- Smile 😊 NOTICING!
- Stand at the door or in the hall- be visible
- Greet students each morning and goodbye each day
- Hug, high five, or handshake
- Morning Meeting = Talk time, Show and tell time
- Get to know interests in and out of school
- Work the room, movement, proximity, with-it-ness
- 1on 1 time each day (2min a day = 10 min a week)

Rita Pierson =

“ Every kid needs a Champion”





# Accentuate the Positives

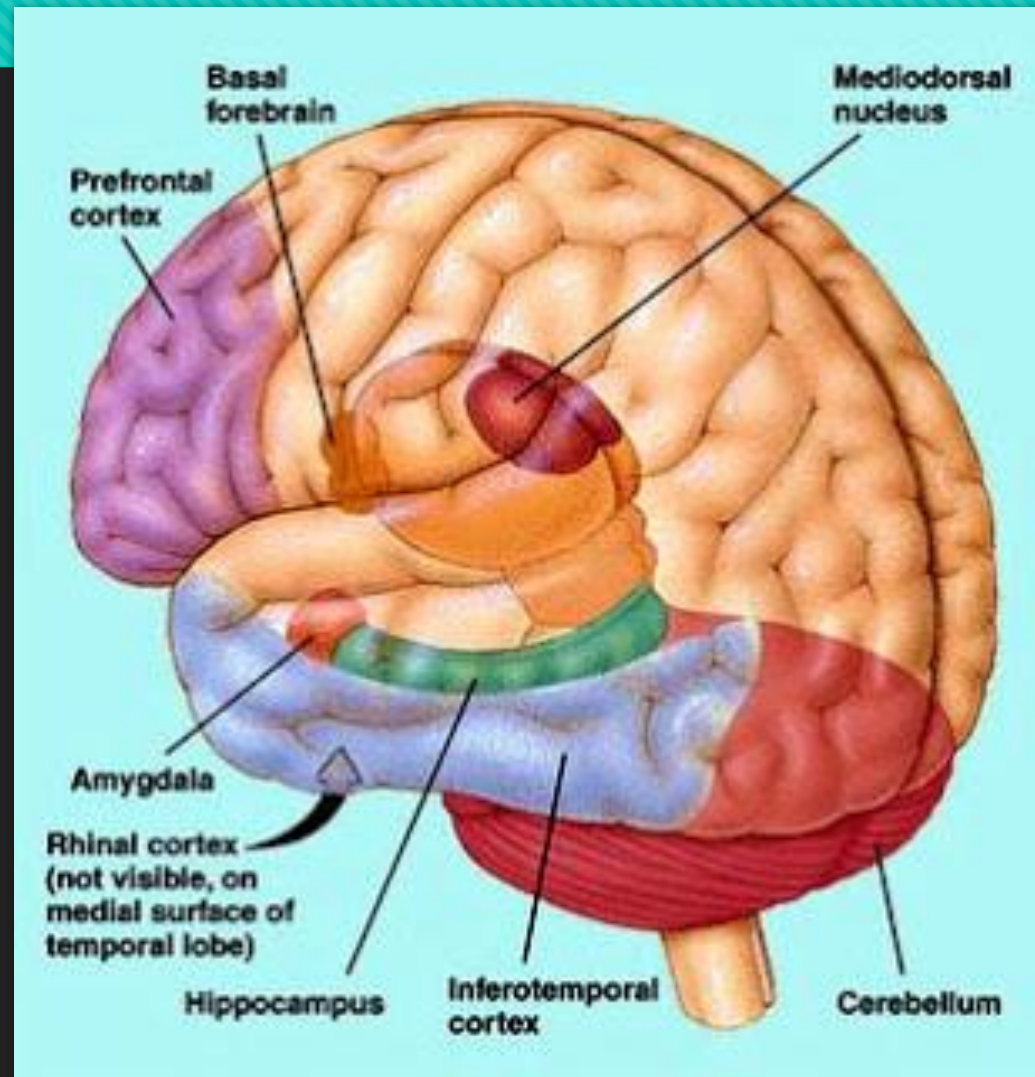
- Label the positive behavior you see (respectful, responsible, caring, generous, etc) NHA
- Give praise and attention to those doing the right thing (PBIS)
- Teach the behavior you want to see. (PBIS)

Ex: Instead of “Stop running!”... “We walk on the right side of the hall to be safe.”

# Empathy= understanding another's feelings and perspective

- Anger = fight or flight response or revenge= anger displaced on you as the bad guy not their bad decision
- An absence of anger causes the child to think and learn from his/her mistakes.
- Lock in empathy first before any consequences are discussed.
- Avoid sarcasm

**Fight or Flight = Amygdala**  
**Thinking = Prefrontal Cortex**



**BREATHING**  
**Mindfulness**  
**Stillness**  
**Body Control**

# Elmo = Belly Breathe





# What makes you feel happy =

Turtle Shell, Stillness, Calm Corner

- Where are you?
- What are you doing?
- Who are you with?
- Use your 5 senses ( hear, see, smell, taste, feel)



# Anger management- better to stay than be made to go away



- Calm down place =  
Set up and practice with students how to use this reset area within your limits
- Calm down items/ basket
- Practicing when things are going well =  
breathing, stillness, relaxing, turtle shell, noodle game, push pull dangle etc
- Build coping strategies ( how to handle it when things don't go your way)  
What to say what to do.
- Zones of Regulation= what color are you? Red, Yellow, Green, Blue
- Elmo – Sesame Street belly breathing = You tube examples to incorporate
- GoNoodle.com = Flow
- Mind Yeti = online mindfulness



# BODY CONTROL

- 

Butterfly



- 

Popcorn



- 

- 

Downward Dog



- Lemonade Squeeze

- 

Push Pull Dangle



Washing machine



Breath Ball



Legs on wall

Child's Pose



Volcano Breath



# Empathy Responses



- EMPATHY = understanding how someone else feels by their face or body clues
- “ You sound\_\_\_\_\_”
- “ You look\_\_\_\_\_”
- “If that happened to me I would be\_\_\_\_\_”

# Choices = Share the Power

Say Yes as much as possible... ( instead of constant NO!)

“Yes of course we will go to lunch ... as soon as our line is quiet and ready to walk.”

“Yes, you will earn free time as soon as your work is done.”

Give 2 choices ( Be ok with either) = “ \_\_\_\_\_ or \_\_\_\_\_ = You Decide”

( This set the limits of what is ok. This gives away the control you don't need )

# Magic Phrases for Stating Choices

- What would be best for you....
- Would you rather....
- Feel free to....
- You can either....
- You're welcome to...

# School examples



- “Are you going to work by yourself or with a partner?” “What is best for you?”
- “Would you like to use Crayons or markers?”
- “Pen or pencil? The Choice is yours!”
- “Going to do the hard ones first or the easy ones?”
- “Would you rather hold my hand or walk right next to me?”
- Going to do your work now or at recess?
- Going to sit on your bottom up front or on your knees in the back? On the floor or a chair? You decide what will work best for you.



“You decide OR I will decide...”

# EnVoy

Teach and Use Non- Verbal signals to replace your words

- Can help with those who love to argue or are oppositional with verbal directions
- Builds class community as it becomes a language only your class understands.

# Stay Calm – Go Brain Dead to Arguing

- “I know it is hard when you don’t get your way”
- “Arguing will not get you your way” ( throwing a fit \_\_\_\_)
- “No means no”
- “Could be”
- “Thanks for letting me know”
- “That’s one way to think about it”
- “Is this the behavior I want to see or not?”

# More problem solving ideas

- Once calm, then work on how to fix it/ solve problem
- Tattle tale police( peer help first )
- Peace Table ( small group conflict)
- Class meetings (entire Class problem solving)
- Fix it plans ( individuals )
- Plan B with student, teacher , counselor, or principal problem solving = Dr. Ross Greene  
[www.livesinthebalance.org](http://www.livesinthebalance.org) = Collaborative Problem Solving Technique

# Constructing Logical Consequences

## Do's

- Connecting to the problem ( spill = clean up)
- Tied to the time or place
- What would happen to an adult in the real world?
- Guide the child to do the thinking on what would be a fair consequence , make amends, etc

## Don'ts

- Explain the lesson to be learned
- Rub salt in the wound
- Be angry or disgusted
- Lecture/ Talk too much
- Feel sorry or give in
- Get even and do it back



## Logical Consequences/ Energy

People

Place

Time

Activity

**Can Control**, help with , or give choices about:

- By self or with help, call for more help
- Change seat, quiet table, cool down spot, hallway, principal's office
- Need 5 or 10 minutes to get self reset? Owe time for time wasted (Relax)
- Movement, squeeze ball, walk, draw, playdoh, puzzle, color,

# Building Responsibility Skills

- Routines and procedures – be consistent
- Visual Schedule
- Say , See, Do steps/ expectations ( Dr. Fred Jones)
- Jobs, chores, helping, age appropriate= grow skills and self esteem
- Growth mindset = “keep trying, don’t give up, you can do it”
- Follow Through/ hold accountable= do what you say you will do = builds trust in you

# Love and Logic Classroom Beliefs

- I will treat you with respect so you will know how to treat me
- Feel free to do anything that doesn't cause a problem for you or anyone else
- If you cause a problem, I will ask you to solve it
- If you can't solve the problem or choose not to, I will do something
- What I do will depend on the person's needs and the situation
- If you feel something is unfair, whisper to me "I am not sure if this is fair " and we will talk.

# TRAUMA can effect behavior

- Acute – car accident, dog bite, date rape, natural disaster
- Chronic – The experience of multiple traumatic events, often over a long period of time (e.g., repeated physical abuse)
- Complex – **Multiple traumatic events that begin at a very young age and are caused by the adults who should have been caring for and protecting the child**

# Other Sources of ongoing stress

- Poverty
- Discrimination
- Separations from parent/siblings
- Frequent moves
- School problems
- Traumatic grief and loss
- Refugee or immigrant experiences
- Incarcerated parents
- Domestic Violence



# ACE STUDY

Dr. Nadine Burke Harris TEDX video for more details on this topic

## Adverse Childhood Experiences (maltreatment/ environment)

1. Child physical abuse.
2. Child sexual abuse.
3. Child emotional abuse.
4. Emotional neglect.
5. Physical neglect.
6. Mentally ill, depressed or suicidal person in the home.
7. Drug addicted or alcoholic family member.
8. Witnessing domestic violence against the mother.
9. Loss of a parent to death or abandonment, including abandonment by parental divorce.
10. Incarceration of any family member for a crime.

# Traumatic stress reactions ( PTSD)

## Hyper-arousal

- Nervousness
- Jumpiness
- Quickness to startle/react
- Hard to sit down
- Scanning eyes

## Re-experiencing

- Intrusive images, sensations, dreams
- Intrusive memories of the traumatic event or events

## Avoidance

- Feeling numb, shut down, or separated from normal life
- Pulling away from activities and relationships
- Avoiding things that prompt memories of the trauma



# Traumatic stress reactions = effects behavior

○ This may look like:

- Problems concentrating, learning, or taking in new information
- Impulsivity
- Reenactment or repeated play
- Emotional instability; moody, sad, angry and/or aggressive
- Withdrawn, depressed, unusually quiet
- Age-inappropriate behaviors; reacting like a much younger child; regression like baby talk, crawling
- Refusal to do certain things that may remind them of the traumatic experience ( Triggers)



# Trauma Triggers/reminders



- People, situations, places, things, or feelings that remind children of traumatic events
- May evoke intense and disturbing feelings tied to the original traumatic events(s)
- May lead to behaviors that seem out of place, but may have been a very appropriate response at the time of the original traumatic event

# Increase Safety: Strategies



1. Help children get familiar with the school.
  - Point out the offices of the other helpers (e.g., school nurse, counselor, etc.)
2. Give children some control.
  - Would you like to sit at your desk or the table in the back for this activity?  
Would you like to sit near the door or the window?
3. Set limits and be consistent.
  - Implement a clear and consistent behavior management structure in your classroom
  - Explain that rules are to help keep everyone safe
  - Ask, "What rules do you have at home?", "What happens if you break a rule?"

# Safety: Strategies (cont.)

4. Let them know what will happen next
  - Maintain a morning meeting – post the schedule for the day
  - Clarify any events that will happen that are not typical
5. Help them to maintain a sense of connection.
  - Ask about their home life, their culture, their old neighborhood, etc.
6. Ask directly what the child needs to feel safe.
  - What would help you feel safe here?
  - What helps you feel safe at home?
  - How does your body feel when you are safe? How about when you are not safe?



# Bring compassion to your classroom

Understand that behavior is language.

It is trying to tell us what the child cannot yet.

Kids Do Well if they CAN.

Compassion strategies will always help things get better.